Feedback on Training and Technical Assistance Needs
Taxonomy of Transition Programming (Post-It Note Activity)

<u>Student-Focused Planning</u>

- Links to community organizations that will provide job internships for students
- Advocacy resources
- List of locations and names of places that are willing to take students with disabilities
- Need for case managers explain each section of the IEP to kids
- Need to explain the services in the IEP to students
- Examples of real short-term independent living goals
- Time to develop a scope and sequence using transition resources that are available
- Curriculum for recreation and leisure goal development and community –related and residential goals/ objectives
- How do we make it a team effort? Address time management for training students.
- Culture of the School District needs to change to [ensure] a student voice at every grade
- Having students take a larger role in their IEP meetings.
- Appropriate student led IEP [meetings] for students [with] significant cognitive disabilities
- Student Focused Planning –Targeted group of students to focus on perhaps EBD or mentally ill students [and] track the data and making it public.
- Training on the process of student [led] IEPs
- Many [students] don't even understand what an IEP is or what disability they have because there is a lack of interest as it relates to IEP programming; S.F.P
- Empowering the students to lead their IEPs [with] preparation
- Provide student and parent IEP drafts prior to the meeting
- Educate student/ parent about the disability classification
- Inform parents or students about what the child's disability means
- Students present PowerPoint and run their own IEP [meetings]
- Educate student on the IEP process at the age of 14 [years old]
- Teaching students about self-advocacy early
- Set annual goals for student ownership so that student leads the IEP meeting by grade 12.
- *Self-advocacy classes-- *learning styles
- Begin the student participation process early
- SFP Students/ Require parents to fill out input forms prior to IEP's. Set expectation that students will <u>run</u> their own [meeting]. Parent contract/ component of home efforts that parents sign off on—
- Exposing the children when they are young to the IEP so that when they are old enough they can actively participation. –self-assessment for students so that they understand their deficits and are able to request from the adults what I need.

- (IEP Development) Coordinate the provision of support services with all providers. Speech—transition vocab. OT/PT—movement around metro.
- IEP—checklist for students of transition goals for planning [and] implementation gearing them toward self-advocacy
- Training for physical challenges in getting students to classes
- Direction instruction requested for self-advocacy
- Student advocacy groups/ forums to discuss partner network

Interagency Collaboration

- Reference Guide of resources needed, particularly for new folk
- Bring the agencies into all schools
- GEN ED Teachers [and] SPED Teachers working together on modification/ grading
- Would like general educators to be more knowledgeable—regarding trainings from outside agencies
- How are schools and agencies collaborating when agencies have a lack of representatives?
- Acquiring services for students with multiple needs for student's family
- Wants (more) trainings in school from OSSE for principal to janitor—PDs
- Directory of services
- Model of collaborative efforts
- Resources should be on the website for teachers to access
- There needs to be a central point of contact who deals with transition [and] gives out information on resources. Some schools get information that others don't or we get the information extremely late.
- Centralize the information roles [and] responsibility as a spokesperson for each school
- Publicize roles [and] responsibilities of people within the schools
- Resources directory of all community resources on-line [with] descriptions of each organization
- Training sessions [with] schools and agencies in order to develop a system and/ or procedures on collaboration.
- Charters would like to hear from DCPS / training.
- Add website tab that explains roles and responsibilities for all agencies
- Logistics for meetings, resources [and] information are needed to make collaboration [with] other agencies more professional.
- OSSE assist charters with partnering [with] [government] agencies the Co Op cannot be the rep for all charters.
- IC/ regularized group meetings/ intentional culture, Clear Roles->data sharing processes, Statewide vision and leadership, resources committed to covering organizing and publicizing network, formalized agreements/ MOUs
- Build relationships with SRO's group homes, non-profits via fairs at school, individual cases, etc.
- *More relationships [with] OSSE on what is available (i.e., local resources) *Exposure to resource guides in the city (maybe on OSSE website)

- Provide teachers/ schools with a comprehensive "live" resource guide online with access to guide through SEDS. Access to resource guide should also be available to students and families—online and in-person support. Let's make this happen!
- Better communication amongst agencies who support transition students—clearer community
- Interagency Collaboration/ *create a partnership [with] community agencies in the DC area; *bring agencies to the schools
- New approach to partnerships for charters
- Partnering [with] more transition agencies
- List of all agencies that work [with] students and adults [with] disabilities

Program Structure

- There needs to be programs based not only on disabilities but also for students with really low GPAs and/or behavior issues. What tools or programs help kids who are caught up in "street life?"
- More transition resources at the local school level
- Recommendation for a framework and guidance for transition development at schools
- Transition framework set by the OSSE
- Small office that matches needs and resources, i.e. school contacts the office, then the office says you should reach out to X, Y, Z.
- Best practice framework for program structure
- Publicize examples of different program structures in DC
- A PD that provides guidelines with developing transitional programs on the school level
- Guidance on how to align program philosophy to school's philosophy
- Coordinators conducting weekly strategic planning meetings
- Create a transition coordinator position to help implement transition goals that are measurable and data driven
- Transition program might align with school's philosophy and mission
- Centralized data (PP's, roles, programs, etc.)
- Common vision (statewide)
- Collaboration: specific /understood roles to reduce overlap
- Program evaluation and recommendation should be shared
- More resources for transition services
- Create a small office that's sole focus is finding resources and connecting the community staff and students
- Program structure:
  - Have a mid-year evaluation to determine if benchmarks are being met accordingly
  - Having a position to ensure it is being executed in the LEAs
- We need support knowing what's in the city
- We need more professional development and information to help us design a transition program reflective of what our students need
- Allow opportunities for reflection amongst teachers

- Program philosophy and vision should be clearly written so all schools follow the same rules/goals
- Need for a District-wide vision that articulates the direction LEAs will move towards. This needs to align to our philosophy and policy to support our vision
- Assess our programs with evaluations
- Right philosophy and vision, then policy can follow and resources can be aligned to support the vision
- DCPS as the largest LEA is contacted first. Charters are an afterthought.

Student Development

- Support services are needed to give adequate information of all alternatives and costs, etc.
- Published examples of how work sites/college career readiness programs are structured at different schools
- Transition assessments for students with significant disabilities besides Reading Free Inventory
- Have a vocational coordinator at OSSE that can connect schools to job sites for work experience
- All acts/goals/services don't apply to all students
- Improve implementation of assessments
- Interpretation of transition assessments
- We need support finding evidence based curricula for career and vocational
- Additional curriculum that addresses career and vocational skills
- More partnerships with agencies or businesses to provide structured work experiences
- Better assessments for students with signification disabilities
- Add value to informal transition assessments
- Understanding interpretation of results
- Resources to match
- Using related services for transition service
- Career and vocational curricula does not exist
- Provide practical options for student development via a dropdown box in the transition plan section of SEDS. This could provide teachers with proven pathways to pursue
- Meaningful community service experiences that are related to their interests in terms of possible careers
- Assessments that look at both skills and interest so that students know what they need to work on
- Provide options for life skills instruction for students to see students through the whole process
- Ideas and resources for structured work experience
- Embedding soft skills training throughout school day in all subjects from k-12
- Start transition services early enough to have support students in place
- Career information is not user friendly
- Work experience, life skills curricula is in development! This is great! We NEED career and vocational curricula. KEEP THE ARC!

- Align student curricula with work-based experience learning regardless of disability
- Assistance with incorporating career/vocational curricula into college prep programs
- Ensure that the special education population gets to access services at DCPS vocational career center/Spingarn
- Development of a life skills curriculum for use by DCPS and charter schools

Family Involvement
- PD training for professionals working with families in crisis.
- Families are confused and are often not held accountable for the implementation
- Don't hurt or blame the messenger
- Parents should know they can be the best advocate
- Parent involvement coordinator
- Preparing students to lead IEPs in the self-advocacy class
- Parent concerns and negative impressions that create problems with steps required and necessary to be completed
- How do schools support parents who cannot read, write, or have functional life skills?
- Family coordinators
- Parent outreach and family resources
- Family involvement
- Transitional center or building that supports all parents and their needs, to include all the resources that we have
- Transition center one-stop
- Family empowerment
- Compilation of resources that schools and families could access
- Transition center in a central place
- Family wants to feel empowered
- Families would like to have a one-stop shop
- Transition Fair is a great idea, but do families KNOW about it? OSSEsecondarytransition.org could be a solution
- School centered websites for parents
- Parents can't communicate and many are illiterate
- List of resources to connect families to –perhaps on OSSE's website, to compile resources in one place
- Need to find ways to hold them accountable (interagency collaboration to ensure parents know they must comply and engage). No engagement = no SSI
- OSSE sponsored activities
- Upload all of the community resources on the new OSSE website
- Develop a checklist for parents to help them through the transition process
- Need for centralized resource center

- How do we break IEP info down so parents understand IEP docs and therefore less likely to call an advocate?
- More plans and incentives to get parents to show up
- Create an IEP section for home-based/family goals to enhance progress in and out of school
- How does a school get families into schools for trainings?
- Family involvement
- Providing support to parents
- Need to hold parents accountable
- Collaborate with other community agencies
- Making connections with families is key and it helps to reinforce certain goals. It is hard to get parents to come out to the school.
- Sometimes parents feel intimidated because they have issues reading. So it makes it hard to support their children.